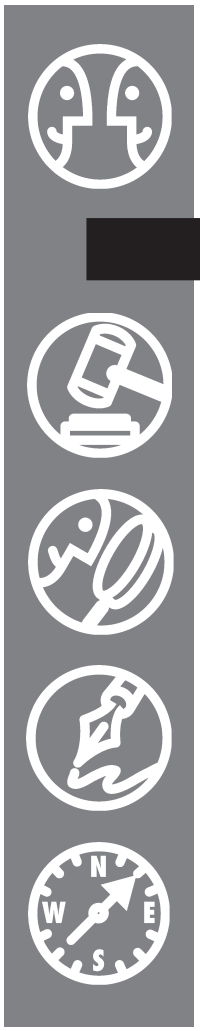


Trainer Resource Guide

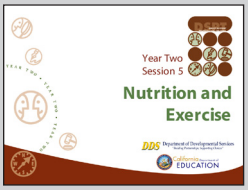
5. Nutrition and Exercise

Trainer Guide: SESSION 5

Materials

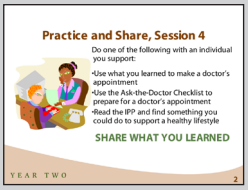
- LCD projector and computer with PowerPoint software
- DSP Training DVD, Year 2

Show Slide #1: Nutrition and Exercise



Review Practice and Share, Session 4

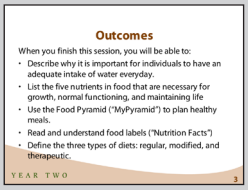
Show Slide #2: Practice and Share, Session 4 and review the assignment



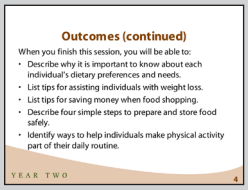
- Ask for volunteers to share what they learned.
- In the last session, you learned about helping individuals to stay as healthy as possible with the assistance of doctors and other health care professionals.
- In this session, you will learn how to promote good health for individuals through diet and exercise.

OUTCOMES

Show Slides #3 and #4: Outcomes



- Review outcomes for the session.



Student Resource Guide: SESSION 5

Nutrition and Exercise

OUTCOMES

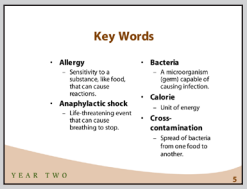
When you complete this session, you will be able to:

- Describe why it is important for individuals to have an adequate intake of water everyday.
- List the five nutrients in foods that are necessary for growth, normal functioning, and maintaining life.
- Use the Food Pyramid ("MyPyramid") to plan healthy meals.
- Read and understand food labels ("Nutrition Facts")
- Define the three types of diets: regular, modified, and therapeutic.
- Describe why it is important to know about each individual's dietary preferences and needs.
- List tips for assisting individuals with weight loss.
- List tips for saving money when food shopping.
- Identify ways to make mealtime a happy and successful part of the day.
- Describe four simple steps to prepare and store food safely.
- Identify ways to help individuals make physical activity part of their daily routine.

KEY WORDS

Show Slides #5 and #6: Key Words

- Review key words for the session.



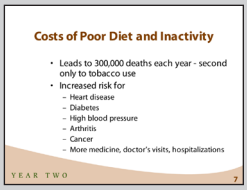
KEY WORDS

Key Word	Meaning	In My Own Words
Allergy	A sensitivity to a certain substance, including foods, that can cause reactions in the body.	
Anaphylactic shock	A life-threatening event that can cause an individual's breathing to stop if emergency medical treatment is not immediately available.	
Bacteria	A microorganism commonly called a germ, capable of causing an infection.	
Calorie	A unit of energy.	
Cross contamination	The spread of bacteria from one food product, or another source, such as hands, to another food product.	
Essential nutrients	Carbohydrates, protein, fat, vitamins, and minerals are the five nutrients found in food that are necessary for growth, normal functioning, and maintaining life.	
Food borne illness	Sickness caused by eating contaminated food, sometimes called food poisoning.	
Obese	Weighing 15 or more pounds than the largest healthy weight in the healthy weight range for a person's height and sex.	
Therapeutic diet	A diet prescribed by a doctor that contains certain nutrients and eliminates other nutrients that are problematic to the person because of a health condition.	

Nutrition and Exercise

- Review and discuss section.

Show Slide #7: Costs of Poor Diet and Inactivity



Nutrition and Exercise

Eating a healthy diet and getting regular exercise helps people stay in the best possible health. As a DSP, you are involved in the planning, purchase, and preparation of meals and you support individuals in activities of daily living. This gives each of you many opportunities to promote good health through nutrition and exercise.

Did you know that:

- Poor diet and physical inactivity leads to 300,000 deaths each year in the United States—second only to tobacco use?
- People who are overweight or obese increase their risk for heart disease, diabetes, high blood pressure, arthritis-related disabilities, and some cancers?
- Approximately 50% of adults with developmental disabilities in the United States are considered obese?
- Not getting enough exercise is associated with needing more medicine, and visiting a doctor, and being hospitalized more often?

People may decrease the risk of heart disease and cancer if they eat a healthy diet that:

- Contains at least five servings of fruits and vegetables.
- Is low in fat, saturated fat, and cholesterol.
- Contains plenty of whole-grain breads and cereals.

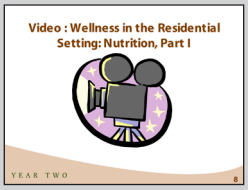
People who eat a healthy diet and are physically active can expect to live longer, healthier lives. This is true for you and the individuals you support.

Trainer Guide: SESSION 5

Nutrition: We Are What We Eat!

Show Slide #8: Video: Wellness in the Residential Setting: Nutrition Part I, and click to play video.

- The video is an introduction to the entire section and covers many of the key points that will be discussed.



Show Slide #9: Discussion

You might ask the class:

- Which issues in the video are familiar to them?
- problems at mealtimes,
- helping people with weight management?
- How many of them have worked with a dietician?

We Need Water/Fluid to Stay Healthy

- Review and discuss section.
- This section relates to a session outcome, and may appear on the quiz.

  Describe why it is important for individuals to have an adequate intake of water everyday.

Show Slide #10: We Need Water to Stay Healthy

- A calorie is a unit of energy.

A Note About Other Fluids

- Review and discuss secion.

Show Slide #11: Always Remember...

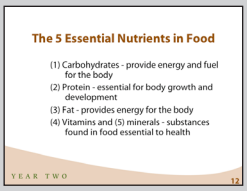
The 5 Essential Nutrients in Foods

- Review and discuss section.
- This information relates to a session outcome and may appear on the quiz.

  List the five nutrients in foods that are necessary for growth, normal functioning, and maintaining life.

- Essential nutrients are carbohydrates, protein, fat, vitamins, and minerals found in food that are necessary for growth, normal functioning, and maintaining life.

Show Slide #12: The 5 Essential Nutrients in Foods



We Need Water to Stay Healthy

An adequate amount of daily water intake is by far the most important of all the dietary requirements for the body and is essential to life. A person may live for several weeks without food, but can only survive for a few days without water. That is because our bodies are 72% water and we lose about 10 cups of water each day through sweating, going to the bathroom, and breathing. The amount of water we lose each day increases when the temperature is hotter. Water needs to be replaced every day.

Features of water:

- Has no calories. **Calories** are units of energy found in food and drinks. If we take in more calories, or enery, than we use doing physical activities, we gain weight.
- Regulates the body's temperature.
- Carries minerals, such as sodium, through the body.
- Regulates waste removal.

Most people should drink 8-12, 8-ounce glasses of water everyday. Some people need more water if they:

- Suffer from constipation.
- Experience heavy sweating/perspiration.
- Live in a warm climate.
- Use tranquilizers or anti-convulsants.
- Experience heavy drooling.
- Have a high intake of bran.
- Experience Urinary Tract Infections (UTIs).

A Note About Other Fluids

Sugar and caffeine are dehydrating to the body. If you drink a lot of coffee, cola (even diet cola), and other similar liquids, you need to drink more water than the average person.

Fluids such as sodas and juices contain added sugar. This means you are consuming "empty" calories or calories with no nutritional benefit. Some fluids contain caffeine as well as sugar (Coke, Pepsi, tea, and coffee).

Always remember: Not drinking enough water each day can cause constipation, fecal impaction, and bowel blockage.

The 5 Essential Nutritients in Foods

Good nutrition contributes to good health. Poor nutrition can shorten our lives and make our lives less fulfilling. For good health, all people need certain nutrients in the proper quantity depending on their physical size, their daily activity level, and the rate their bodies burn food for energy.

All food is made up of the following five **essential nutrients** found in food that are necessary for growth, normal functioning, and maintaining life:

1. **Carbohydrates**
   Provide energy and fuel for the body. Good sources of carbohydrates are whole grains, vegetables, and fruits.
2. **Protein**
   Is essential for body growth and development. It also provides energy. Good sources of protein are milk, eggs, cheese, fish, poultry, lean meat, peas, beans, seeds, and nuts.
3. **Fat**
   Provides energy for the body. Some fat is essential for growth and development. Too much fat, especially saturated fat can cause health problems. The three types of fat are:

Trainer Guide: SESSION 5

Nutrition: We are What We Eat

Other Key Components of Food

- Review and discuss section.

Show Slide #13: Other Key Components of Food

- Refer students to Appendix 5-A to learn about ways to reduce salt in individuals' diets.

Menu Planning and Nutrition

- Review and discuss section.

Show Slide #14: When Planning a Menu, Think About

- Refer students to Appendix 5-B for menu planning tips.

Nutrition: We Are What We Eat! (continued)

- **Saturated fat:** Found in animal foods such as beef, pork, chicken, eggs, and cheese.
- **Polyunsaturated fat:** Found in vegetable oils such as corn, soybean, and sunflower.
- **Monounsaturated fat:** Found in oils such as olive, canola, and peanut.

4. **Vitamins**
   People need 14 vitamins to stay healthy. Fruits and vegetables are excellent sources of vitamins. The eight B vitamins and vitamin C are not stored in the body. You need a good source of these everyday. Each vitamin has a recommended daily amount that is necessary for good health.
5. **Minerals**
   The body needs 16 minerals to stay healthy. Minerals activate the body's biochemical processes.

Other Key Components of Food:

In addition to the 5 essential nutrients food also contains:

- **Cholesterol**
  Found in all food from animal sources. Our liver produces all of the cholesterol our bodies need, so we don't need it from food.
- **Salt (Sodium)**
  Mineral essential to the body in small amounts. Salt is found naturally in many foods. Too much salt can cause high blood pressure and make many medical problems worse, including pre-menstrual syndrome, heart disease, and kidney disorders. See Appendix 5-A for ways to reduce salt in the diet.
- **Dietary Fiber**
  Helps prevent constipation. It also helps lower blood cholesterol thereby reducing the risk of heart disease. Fiber has many other health benefits.
- **Calories**
  Again, a calorie is a unit of energy. All foods have calories.

Menu Planning and Nutrition

Planning meals is the best way to ensure that we eat a healthy and nutritious diet. Menus are the written plan of daily meals. Menus are required in all Community Care Licensed facilities. Shopping lists can be made from menus to help make grocery shopping easier. Individuals living in the home where you work should be encouraged to participate in menu planning, to the extent they can. For more suggestions see, "Top Ten Tips for Developing a Healthy Menu at Your Home" in Appendix 5-B.

When planning a menu, it helps to think about the following things:

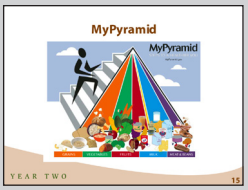
- The recommended nutritional guidelines
- The dietary preferences and needs of each individual in the home
- Community Care Licensing requirements
- Your household's budget

Dietary Guidelines

- Review and discuss section.

Show Slide #15: MyPyramid

- Emphasize the importance of always consulting a doctor for special diets.



Dietary Guidelines

In 2005, the U.S. Department of Agriculture introduces different dietary guidelines. The guidelines, called MyPyramid, take an individualized approach to healthy eating and physical activity. You can use MyPyramid to help you and the individuals in your care plan for a healthy diet and lifestyle.

Each "slice" of the pyramid represents one of the five food groups and oils. The food groups are:

1. Grains: Make Half Your Grains Whole

Grains include any food made from wheat, rice, oats, cornmeal, barley, or another cereal grain. "Whole grains" include whole-wheat flour, bulgar (cracked wheat), oatmeal, whole cornmeal and brown rice.

2. Vegetables: Vary Your Veggies

Any vegetable or 100% vegetable juice make up the Vegetable group. Vegetables may be raw or cooked; fresh, frozen, canned or dried/dehydrated.

3. Fruit: Focus on Fruits

Any fruit or 100% fruit juice make up this food group. Fruits may be fresh, canned, frozen or dried; and may be whole, cut-up, pureed, raw or cooked.

4. Milk: Get Your Calcuim-Rich Foods

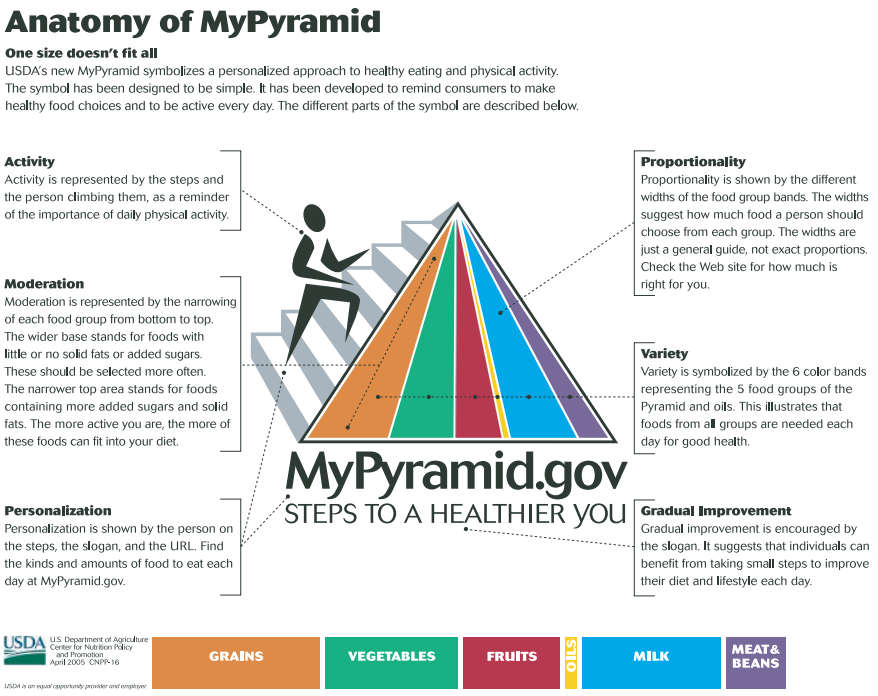
All fluid milk products and many foods made from milk, like cheese and yogurt, are in this food group. Although cream cheese, cream and butter are made from milk, they don't count in the Milk group because they contain little or no calcium. Make your Milk fgroup choices fat-free or low-fat.

5. Meat and Beans: Go Lean with Protein

All foods made from beef, pork, poultry, fish, dry beans or peas, eggs, nuts and seeds are part of the Meat and Beans group. Make your meat and poultry choices lean or low-fat.

Oils are also given a "slice" of MyPyramid. Oils are fats that are liquid at room temperature such as canola, corn, and olive oils. Mayonnaise and certain salad dressings are made with oils. Nuts, olives, avocados and some fish such as salmon are naturally rich in oils.

Source: Your Personal Path to Health: Steps to a Healthier You. Available for download at: www.mypyramid.gov.



Activity: MyPyramid

- This activity relates to a session outcome and may appear on the quiz.

  Outcome: Use the Food Pyramid ("MyPyramid") to plan healthy meals.

Show Slide #16: Activity: Meal Planning Using MyPyramid

Groupings:

- Divide the class into at least three groups or pairs.
- Read directions aloud.
- Assign each group a meal: Breakfast, Lunch, Dinner and if there are enough participants, assign 1 or 2 groups to plan a snack.
- Assume the plan is for a healthy adult with a normal activity level.
- Ask for a volunteer from each group to share their meal plan.

Optional:

- When all the groups have finished, have the class discuss if a person had followed the menus for the day, would he/she have followed MyPyramid guide?
- What groups were missed?
- Were there any groups with too many servings?
- Change the menu as a class until it meets the recommendations.

ACTIVITY

Meal Planning Using MyPyramid

Directions: Plan a meal using at least one serving from three food groups on MyPyramid. Write down what meal you are planning (i.e., breakfast, lunch, dinner, snack) and identify each food group and food in the spaces provided below.

Meal Planned: .....

Food Group: .....

Food:

Food Group: .....

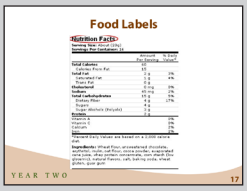
Food:

Food Group: .....

Food:

Show Slide #17: Food Labels

- Review and discuss section.



Food Labels

A Nutrition Facts label is found on almost all packaged foods. The label shows how a food fits into the daily diet and gives information regarding serving size, calories, fat, cholesterol, sodium (salt), carbohydrates, fiber, sugar, protein, vitamins, and minerals. The labels make it easier to compare one food with another. The labels also allow you to check the claims made on the package. For example, a product may say "fat free," but contain as many calories as the regular product per serving because the fat was replaced by sugar. Sample nutrition labels are discussed on the following page.

Here are some important things to know when reading Nutrition Facts:

- Ingredients are listed in descending order by volume of weight (most-to-least).
- Calories in a serving and the calories from fat are given in numbers.
- Vitamins and minerals are only listed if they are at least 1% of the daily requirement.
- Percent Daily Values are based on a 2,000 calorie diet. Many people are on lower calorie diets.
- Total fat, cholesterol, sodium, carbohydrate, and dietary fiber are given both as numbers in grams and percentages of Daily Value. The Daily Values for these essential nutrients set upper limits for the amount to eat each day to stay healthy.

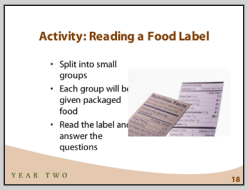
Activity: Reading a Food Label

- This activity relates to a session outcome and may appear on the quiz.

  Outcome: Read and understand food labels.

Show Slide #18: Activity: Reading a Food Label

Additional Materials: A variety of packaged foods; enough for groups or pairs to each have a package label to read.



- Groupings: Small groups or pairs.
- Read directions aloud.
- Ask for a volunteer from each group to share what they wrote.

ACTIVITY

Reading a Food Label

Directions: Read a food label and answer the following questions. Be prepared to share information from the food label with the class.

Name of Food: _____

1. *How many servings does your package contain?*

2. *How many calories per serving?*

3. *When eating this food, do you think a person normally eats more or less than the serving size?*

4. *What is the main ingredient of your food? How do you know?*

5. *Would you serve this food to someone who is trying to:*
   Reduce his or her cholesterol? Why or why not?

   Increase fiber? Why or why not?

   Limit salt (sodium)? Why or why not?

6. *What food group or groups does this food belong to on MyPyramid?*

7. *Is this food a good source of any vitamins and minerals? If yes, list them:*

Trainer Guide: SESSION 5

Meeting Individual Preference and Needs

- This section relates to two session outcomes and may appear on the quiz.
  Outcome: Describe why it is important to know about each individual's dietary preferences and needs.
  Outcome: Define the three types of diets: regular, modified, and therapeutic.

Show Slide #19: Types of Diets and describe the three types: Regular, modified, and therapeutic

- A **therapeutic diet** is a diet prescribed by a doctor that contains certain nutrients and eliminates other nutrients that are problematic to the person because of a health condition.

You might ask the class:

- Do they support anyone on a modified or therapeutic diet?
- Do they support anyone with special dietary preferences because of culture or religion e.g. kosher diet?
- How do their homes accommodate these diets?
- Do they support anyone with strong food aversions, for example someone with autism?

Dietary Supplements

- Food is the best source for vitamins and minerals. Most people do not need food supplements, in the form of vitamin and mineral formulas (One-a-Day Multiple Vitamins; Calcium supplement) if they eat a nutritious, well-balanced diet.
- There are exceptions, especially if a person is taking certain medications regularly. The use of supplements should be discussed with each individuals' doctor.
- Vitamin, mineral or herbal supplements should not be taken by individuals unless they are prescribed.

Food Allergies

- An **allergy** is a sensitivity to a certain substance, including foods, that can cause mild to life threatening reactions in the body.

Ask the class:

- *How they would know an individual they support has a food allergy?*
  Health History, IPP, Medication Log
- *Where would they find the plan for what to do?*
  IPP, Health History, possibly medication log if PRN for anaphylactic shock.
- *Ask them to name some common food allergies?*
  Possible answers include: peanuts, milk, eggs, shellfishWeight Management and Reduction

Meeting Individual Preferences and Needs

It is important to know about individuals' food preferences because enjoying the foods they like increases their quality of life. Some food preferences relate to what each person ate while growing up. Cultural and religious traditions also can influence what foods people prefer to eat or avoid. For example, people of the Muslim faith do not eat pork and in many Asian cultures rice is included with most meals. It's best to ask and not assume about what someone wants. Typically, the DSP can respond sensibly to preferences, unless whole classes of important foods are ruled out. In that case, seek advice from the individual's doctor and others such as a dietitian or behavior specialist.

It is also important to know about special nutritional needs that individuals may have, so that they can maintain their best possible health. Many individuals may have complex nutritional needs because of a chronic health condition. For example, someone with cerebral palsy may have difficulty chewing and swallowing, or a person with diabetes has to limit sugar and the type of carbohydrates he or she eats. You must know each individual's health history and health plans in the IPP to meet each individual's nutritional needs.

The different types of diets are:

- **Regular**
  A balanced diet that includes a variety of foods. This is the type of diet most of us should be eating.
- **Modified**
  A diet altered in texture such as pureed, chopped, or cut into small bites. If a person has trouble chewing and swallowing due to cerebral palsy, absence of teeth, or some other condition, a modified diet may be ordered by the physician or dietitian. Always notify the individual's doctor if he or she is observed to have a new onset of difficulty chewing, swallowing, or coughing during mealtime. An order can be written for a person's beverages (including water) to be thickened.
- **Therapeutic**
  A **therapeutic diet** is a doctor-prescribed diet that contains certain nutrients and eliminates other nutrients that are problematic to the individual because of a health condition; for example, the diabetic diet has a reduced amount of sugar. Following a therapeutic diet is similar to taking medications. Both are prescribed by the doctor to treat a health condition and if not taken or followed regularly can result in severe health problems.

Dietary Supplements

Food is the best source for vitamins and minerals. If people eat a nutritious, well-balanced diet, most do not need vitamin and mineral supplements, often called simply, "vitamins."

There are exceptions, however, especially if a person is taking certain medications regularly. The use of supplements should be discussed with each individual's doctor. Individuals should not take vitamin, mineral, or herbal supplements unless they are prescribed.

Food Allergies

Sometimes people need to avoid or restrict specific foods, such as peanuts or dairy products, because of an allergy. An **allergy** is a sensitivity to a certain substance, including foods, that can cause mild to life-threatening reactions in the body. Food allergies can make a person have symptoms such as a stomachache, diarrhea, hives (red, blotchy skin bumps), itchy and watery eyes, or a runny nose. When a food allergy is suspected, be careful to keep the individual away from such

Food Allergies

Show Slide #20: Important and discuss key points

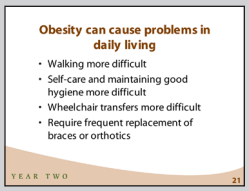
- **Anaphylactic shock** is a life threatening event that can cause an individual's breathing to stop if emergency medical treatment is not available.

Weignt Management and Reduction

Show Slide #21: Obesity can cause problems in daily living, and discuss problems it can cause in addition to other health risks.

- A person is **obese** if he or she weighs 15 or more pounds than the largest healthy weight in the healthy weight range for a person's height and sex.
- *What are some of the causes of obesity for people with developmental disabilities?*

  lack of physical activity, poor diet, decreased need for calories because of disability e.g. prader willi.



A Note About Calories

- Review and discuss section.

Food Allergies (continued)

foods and have the individual see a doctor.

When an individual has a known allergy to a food or medication, all records must be marked with this information. Marking it in red to ensure that it will be easily noticed by all caregivers is a good idea.

Important: Some severe food allergies can cause anaphylactic shock. **Anaphylactic shock** is a life-threatening event that can cause an individual's breathing to stop if emergency medical treatment is not immediately available.

Weight Management and Reduction

A person is considered **obese** if he or she weighs 15 or more pounds than the largest healthy weight for that person's height and sex. Obesity is common in individuals with developmental disabilities. This is most often due to lack of physical activity, poor diet, and for some disabilities, a decreased need for calories. Another contributing factor can be the use of high calorie foods for rewards in behavior intervention programs. Obesity can cause heart disease, high blood pressure, and diabetes.

Obesity also causes problems in day-to-day living for individuals. Obesity can make the following activities more difficult:

- Walking
- Self-care and maintaining good hygiene
- Transferring for wheelchair users

Obesity can also require frequent replacement of braces and orthotics.

Treatment of obesity involves changing the food the individual eats, decreasing the total daily caloric intake, offering foods low in fat, serving smaller portions, and increasing the daily activity level by walking or doing other exercise. The planning team, including the individual's doctor, should be involved in developing plans in the IPP. The help of a behaviorist and dietician may also be useful.

In general, treating obesity requires changing daily routines for eating and activities. Some routines to look at include

- Amount of TV watching
- Snacking throughout the day
- Receiving food as a reward for preferred behavior
- Eating as a social activity; for example, a weekly outing to a fast food restaurant can be replaced by a weekly outing to the bowling alley

A Note about Calories:

▶ What happens if we take in too many calories and slow down our activity level? We gain weight.

▶ What happens if we take in more calories and increase our activity? We stay the same in weight or lose a little.

▶ What happens if we take in fewer calories and increase our activity? We lose weight. We need to balance calories from a variety of food with daily exercise.

Remember: Consult with the individual's doctor before beginning any weight loss program.

Weight Management and Reduction

Estimates of Daily Caloric Need

- Review and discuss different caloric needs.
- Review and discuss serving sizes.

Tips for Assisting Individuals with Weight Loss

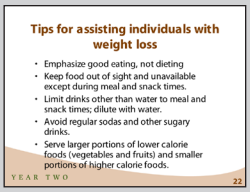
- This section relates to a session outcome and may appear on the quiz.

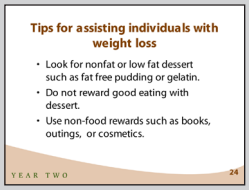
  Outcome: List tips for assisting individuals with weight loss.

Show Slide #22, 23, and 24: Tips for Assisting Individuals with Weight Loss

Discuss key points:

- The tips are general guides for providing support only.
- The individuals planning team, including the doctor and possibly the behaviorist and dietician should be involved in developing plans specific to each individual.
- After reviewing the tips, ask the class to share any of their own tips.





Weight Management and Reduction (continued)

Estimates of Daily Caloric Need

- Older adults and women who are not active need 1,600 calories per day.
- Most children, teenage girls, active women, and inactive men need 2,200 calories per day.
- Teenage boys, active men, and some very active women need 2,800 calories per day.

Learn to recognize a serving size on a plate, in your hand, and in a bowl. To help visualize a tablespoon or other common portion size, measure it out and compare its size to a common item like a quarter or deck of playing cards. Soon it will become second nature. Try remembering these serving sizes:

- 1/2 cup fruit, vegetable, cooked cereal, pasta or rice = a small fist
- 3 ounces cooked meat, poultry, or fish = a deck of cards
- 1 muffin = a large egg
- 1 teaspoon butter or margarine = a thumb tip
- 1 small baked potato = a computer mouse
- 1 pancake or waffle = a 4-inch CD
- 4 small cookies (like vanilla wafers) = 4 casino chips
- 1 medium apple or orange = a baseball (not softball)
- 2 tablespoons peanut butter = a golf ball

If you calculate calories, be honest about the portion consumed and multiply it by the correct number of servings contained.

Tips for Assisting Individuals with Weight Loss

- Stress good eating, not dieting.
- Keep food out of sight and unavailable except during meal and snack time.
- Limit drinks other than water to meal and snack times; dilute other drinks with water.
- Avoid regular sodas and other sugary drinks.
- Serve larger portions of lower calorie foods (vegetables and fruits) and smaller portions of higher calorie foods.
- Keep low fat, low calorie foods such as fruits and vegetables available at all times.
- Use smaller plates and cups.
- Check the portion size chart for recommended serving size.
- Look for fat-free and other non-fat dairy products.
- Look for non-fat or low-fat desserts such as fat-free pudding or gelatin.
- Do not reward good eating with dessert.
- Use non-food rewards such as books, outings, or cosmetics.

Material adapted from Nutrition Wellness in the Residential Setting. With thanks to Ida Dacus, nutritionist at SCLARC and the USC UAP dieticians for their dietary suggestions.

Activity: Healthy Food Choices for Managing Weight

Show Slide #25: Activity: Healthy Food Choices for Managing Weight and read directions aloud.

- Write class responses on a flip chart.

Possible answers:

- Instead of whole milk choose 1% milk, nonfat milk, soy or rice milk
- Instead of ice cream choose popsicles, ices, fat-free frozen yogurt, low fat ice cream, fat-free ice cream bars, sorbet
- Instead of butter or margarine choose olive oil, yogurt, salsa, or applesauce, jam on toast or bread, broth or tomato sauce on noodles
- Instead of regular cheese choose low or reduced fat cheese or fat-free cheese
- Instead of french fries or hash browns choose baked or boiled potatoes
- Instead of sour cream choose salsa, yogurt, non or low fat sour cream
- Instead of oil-packed tuna choose water packed
- Instead of frying in oil, lard, butter, margarine choose olive oil, canola, or spray
- Instead of fatty meats choose trimmed meats, skinless chicken, fish
- Instead of vegetables in cream or butter sauce choose steamed, microwaved, cooked in broth
- Instead of potato chips choose pretzels, oven baked chips
- Instead of cakes, cookies, pastries choose Angel food cake, graham crackers, toast or English Muffin with reduced fat cream cheese and jam
- Instead of tacos, taquitos, egg rolls choose non fried items like burritos or wraps

ACTIVITY

Healthy Food Choices for Managing Weight

Directions: Eating less fat reduces the number of calories and often cholesterol. Brainstorm substitutes that would result in less fat in the diet.

Instead of:	***Choose:***
1. Whole milk	_____
2. Ice cream	_____
3. Butter, margarine	_____
4. Regular cheese	_____
5. French fries or hash browns	_____
6. Sour cream	_____
7. Oil-packed tuna	_____
8. Frying in oil, butter, margarine, lard	_____
9. Fatty meats	_____
10. Vegetables in cream or butter sauce	_____
11. Potato chips	_____
12. Cakes, cookies, pastries	_____
13. Tacos, taquitos, egg rolls	_____

Adapted with thanks from work by Terri Lisagor, MS, RD and SCLARC's "Nutrition Wellness in the Residential Setting."

Trainer Guide: SESSION 5

Some Community Care Licensing Requirements

- Review and discuss some general, Community Care Licensing requirements for food service.

Food Shopping on a Budget

- This section relates to a session outcome and may be on the quiz.

  Outcome: List tips for saving money when food shopping.
- Review and discuss section.

Top Ten Food Shopping Tips

- Review and discuss section.

Some Community Care Licensing Requirements

Here are some general Community Care Licensing requirements for food service:

- Food must meet nutritional needs of those served.
- Each meal should provide at least one-third of the servings recommended in the USDA's "Basic Food Group Plan—Daily Food Guide" for the age group served.
- All food shall be selected, stored, prepared, and served in a safe and healthful manner.
- All food shall be protected against contamination.
- No more than 15 hours should pass between the third meal of one day and the first meal of the following day.
- Between-meal snacks must be made available.
- Food should be cut, chopped, or ground to meet individual needs.
- A variety of menus should be planned.
- Menus should be written one week in advance. Dated copies of the menus as served should be kept on file for at least 30 days.
- Special diets must be provided according to the recommendations of a doctor or dietitian.
- All persons engaged in food preparation and service shall observe personal hygiene and food services sanitation practices.

Food Shopping on a Budget

Most households shop twice a week for food, sometimes picking up milk and fresh produce (vegetables, fruits, and meats) more frequently. In addition, most households have a budgeted amount of money to spend on food. Staying within the budget is especially challenging in the residential setting where the preferences and needs of each person as well as Community Care Licensing requirements must be met. Following are some shopping tips that will help you stay within the food budget while providing tasty, nutritious food.

Top 10 Food Shopping Tips

1. Shop with a list.
2. Know your way around the store. Start by wheeling your shopping cart around the outside aisles of the store.
3. Choose fruits and vegetables that are "in season" when the price is relatively low.
4. Watch for sale items.
5. Save with coupons and preferred shopper cards.
6. Remember that "convenience" foods cost more.
7. It pays to stoop down to lower shelves. Food at eye level is usually more expensive than food on shelves near the floor.
8. Read labels, especially when buying a new item.
9. Buy store brands to save (up to 50%) over brand names.
10. Larger sizes are usually a better value.

Trainer Guide: SESSION 5

Diet and Nutrition

- Review and discuss section.

Mealtime Management

Show Slide #26: At mealtime DSP's must consider and discuss key points.

- Ask the class to share what things they do to manage mealtimes. Help the class with suggestions until most of the material has been covered.

Diet and Nutrition

Much of what we eat is based on habit and what we find tasty. As with most things, moderation is the key. As individuals begin to eat more nutritious food and drink plenty of water, it is wise to make changes gradually to give taste buds a chance to adapt. Reducing fat or excess salt in our diet can be hard, so make food fun and talk about changes.

Mealtime Management

Mealtimes are an important social aspect of the day and should be structured to encourage safe eating habits and good nutrition. Remember, prevention is the number one priority. This section provides suggestions for making mealtime a happy and successful part of the day.

At mealtime you must consider the

- Individual
- Food Served
- Environment

The Individual

- Pay attention to the individual's feeding skills, appetite, food preferences, allergies, attention span, and behavioral factors that may influence mealtime.
- Follow all doctor's orders for a modified or therapeutic diet.
- Follow any specific plans in the IPP for mealtime safety; for example, the individual needs supervision because of a choking risk.
- Leave two to three hours between meals and snacks to encourage a good appetite.
- Discourage constant snacking with high calorie food (candy, cookies, soda).
- Medications may influence mealtime. Talk to the doctor about giving them at times they do not interfere with mealtime.

The Food Served

- Serve food at the appropriate temperature and in an attractive manner.
- Separate food on the plate; don't mix it together.
- Encourage use of adaptive equipment if needed.
- Take care to serve food in the best way for the individual to eat (bite-size pieces, chopped, pureed, finger foods).

The Environment

- Ask the individual what would make mealtime special.
- Set the table attractively. Pretty tablecloths, attractive or festive placemats, and flowers make people feel good. Party themes spice up a meal.
- Offensive smells in the home should be eliminated before mealtime starts.
- Help should be available to the level the individual needs. You should sit beside the individual if feeding assistance is necessary.
- TV and loud music can be distracting. Meals are best without TV; however, some individuals may like soft music.
- Plan table seating to make sure that individuals sit by others with whom they are comfortable.
- Mealtime should not last longer than half an hour.
- It's important for you to talk to residents, initiating conversation with those who are unable to do so.

Food Safety & Preparation

Four simple Steps to Food Safety

Show Slide #27 Four Simple Steps to Food Handling and Preparation

- **Bacteria** is a microorganism, commonly called a germ, capable of causing an infection.
- **Food borne illness** is sickness caused by eating contaminated food, sometimes called food poisioning.
- Individuals that DSPs support may be more susceptible to food borne illness because of age or chronic medical condition.
- Food borne illnesses are preventable by following safe food handling and preparation practices.
- Prevention is the number 1 priority.
- Review Appendix 5-C "Top Ten Safe Handling and Storage Tips."

Food Safety and Preparation

Bacteria is a microorganism commonly called a germ, capable of causing an infection. Harmful bacteria that enter the food supply can cause food borne illness. **Food borne illness** is sickness caused by eating contaminated food, sometimes called food poisioning. Millions of cases of food borne illness occur each year. Very young children, pregnant women, the elderly, and people with some types of chronic health conditions are at greater risk of getting sick from harmful bacteria. Some may become ill after ingesting only a few harmful bacteria; others may stay well after ingesting thousands. Often, it is hard to tell if food is unsafe because you can't see, smell, or taste the bacteria it may contain. The good news is that cooking and handling food safely can prevent most cases of food borne illness.

Adapted from material found on www.Foodsafety.gov.

Four Simple Steps to Food Safety

1. **Clean—Wash Hands and Surfaces Often**
   Bacteria can spread throughout the kitchen on cutting boards, utensils, sponges, and counter tops.
   - Wash your hands with hot soapy water before handling food.
   - Wash your cutting boards, dishes, utensils, and counter tops with hot soapy water after preparing each food item and before you go on to the next food.
   - Use plastic or other non-porous cutting boards. Wash cutting boards in hot soapy water or run through the dishwasher after use.
   - Consider using paper towels to clean up kitchen surfaces. If you use cloth towels, wash them often in the hot cycle of your washing machine.
2. **Separate—Don't Cross-Contaminate**
   Cross-contamination is the spread of bacteria from one food product to another. This is especially true when handling raw meat, poultry, and seafood. So keep these foods and their juices away from ready-to-eat foods.
   - Separate raw meat, poultry, and seafood from other foods in your grocery shopping cart and in your refrigerator.
   - Use a different cutting board for raw meat products.
   - Always wash hands, cutting boards, dishes, and utensils with hot soapy water after they come in contact with raw meat, poultry, and seafood.
   - Never place cooked food on a plate that previously held raw meat, poultry, or seafood.
3. **Cook—Cook to Proper Temperature**
   Food safety experts agree that foods are properly cooked when heated for a long enough time and at a high enough temperature to kill the harmful bacteria that cause food borne illness. See Appendix 5-C for Safe Cooking Temperatures for Meat and Poultry.
   - Use a thermometer, which measures the internal temperature of cooked foods, to make sure meat, poultry, casseroles, and other foods are thoroughly cooked.
   - Cook roasts and steaks to at least 145°F. Cook whole poultry to 180°F.
   - Cook ground beef, where bacteria can spread during processing, to at least 160°F. Do not eat ground beef that is still pink inside.
   - Fish should be opaque and flake easily with a fork.
   - When cooking in a microwave oven, make sure there are no cold spots in food where bacteria can survive.
   - Bring sauces, soups, and gravy to a boil when reheating. Heat other leftovers thoroughly to 165°F.

Vegetables

- Review and discuss section.

Meat, Poultry, and Eggs

- Review and discuss section.

Show Slide #28: DSP TV, Scene 8: Food Safety (watch and ask the class to answer the questions.)

1. Name the mistakes.
    - The DSPs didn't wash their hands;
    - stored oven cleaner with food;
    - storing eggs that had been sitting out at room temperature for future use;
    - drinking from a can used by someone else;
    - preparing food even after finger was cut.
2. What would you do differently?
    - DSPs wash hands;
    - store oven cleaner in locked area with other cleaning supplies;
    - discard eggs because they were sitting out;
    - don't drink after another person;
    - stop preparing food when bleeding and administer first aid.
    - Additional discussion questions: What are some common food safety mistakes you have observed where you work? What food safety practices do you use where you work?

4. Chill—Refrigerate Promptly

Most bacteria multiply at temperatures between 40° and 140°F. This is the "danger zone." Refrigerate foods quickly because cold temperatures keep harmful bacteria from growing and multiplying. Set your refrigerator no higher than 40°F and the freezer unit at 0°F. Check these temperatures occasionally with an appliance thermometer. Community Care Licensing regulations outline the "Thaw Law," which requires the following:

- Refrigerate or freeze perishables and prepared food and leftovers within **two hours**.
- Never defrost food at room temperature. Thaw food in the refrigerator, under cold running water, or in the microwave. Marinate foods in the refrigerator.
- Divide large amounts of leftovers into small shallow containers for quick cooling in the refrigerator.
- Don't pack the refrigerator. Cool air must circulate to keep food safe.

Proper food preparation is also important in making food taste good and easier to eat, for preserving the nutrients, and in reducing fat and cholesterol. Food that is prepared badly can end up being one-third as nutritious as when it is prepared well.

Vegetables

- Fresh vegetables should be eaten soon after being purchased.
- Vegetables should be washed in running water, but not left to soak.
- Some veggies such as potatoes need scrubbing to remove the dirt. It is better not to peel such vegetables, because nutritional value will be lost.
- Avoid boiling vegetables because nutrients will end up in the water. Instead you can microwave, steam, or stir-fry vegetables in water or a little bit of oil.
- Vegetables should not be overcooked and they should be eaten right away.
- Vegetables should maintain their fresh color, generally, and not end up wet and soggy.
- Frying vegetables (or any other items) can make them taste good, but excess oil and calories can be a problem.

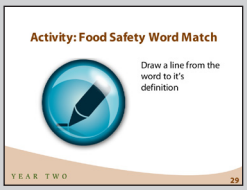
Meat, Poultry, and Eggs

A high amount of bacteria is associated with food that comes from animals. therefore, more preparation needs to be taken before eating these items. As with vegetables, there are various methods of cooking these foods.

- Frying in oil or fat will retain most vitamins, but add to the fat content of the food.
- Wok cooking (high heat with little water or oil) works well; however, avoid using too much salt.
- Steaming works well, as does roasting, baking, or broiling, although some nutrients will be lost.

Activity: Food Safety Word Match.

Show Slide #29: Activity: Food Safety Word Match and read directions aloud.



Answers:

1. F
2. E
3. D
4. A
5. G
6. J
7. I
8. B
9. C
10. H

ACTIVITY

Food Safety Word Match

Direction: Draw a line from the word to its matching definition.

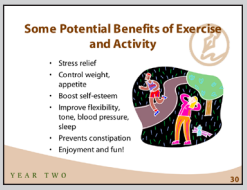
Word	***Definition***
1. *Two-hour rule*	***A.*** *The spread of bacteria from one food product to another. Harmful bacteria can also be transferred to food from another source, such as hands.*
2. *Personal hygiene*	***B.*** *Defrost foods in the refrigerator, microwave, or under running water. Never defrost food on the kitchen counter.*
3. *Perishable food*	***C.*** *Keeping work areas free from dirt or bacteria.*
4. *Cross-contamination*	***D.*** *Foods that can become unsafe or spoil quickly if not refrigerated or frozen.*
5. *Contaminated food*	***F.*** *Cleanliness, keeping yourself clean.*
6. *Danger Zone*	***G.*** *Perishable food should not be left at room temperature longer than two hours.*
7. *Food borne illness*	***H.*** *Food that contains harmful bacteria.*
8. *The Thaw Law*	***I.*** *Cooking food to a safe internal temperature.*
9. *Sanitation*	***J.*** *Sickness caused by eating contaminated food, sometimes called food poisoning.*
10. *Thorough cooking*	***K.*** *The range of temperatures at which most bacteria multiply rapidly—between 40° and 140° F.*

Movement and Exercise

- This section relates to an outcome and may appear on the quiz.

  Outcome: Identify ways to help individuals make physical activity part of their daily routine.
- Ask the class to name the potential benefits of exercise.
- After they are done answering, show the overhead and discuss the key points.

Show Slide #30: Some Potential Benefits of Exercise and Activity and discuss the key points.



- Relate exercise to nutrition and how it fits into a healthy lifestyle.
- An optional activity would be to show a portion of a beginners' exercise video such as Richard Simmons and have the class exercise along or have the class take a stretching break.
- Discuss how this mild activity made them feel.
- Ask the class how they can make the routines in their homes more active.

Movement and Exercise

Regular physical activity helps to maintain physical and emotional health. Physical exercise promotes total body fitness and strength, aids digestion and elimination, improves blood circulation throughout the body, stretches muscles and joints to help bones to stay strong, and increases mental alertness. Stretching increases joint flexibility. Physical activity should be a part of each individual's daily routine and fitness goals should be included in the IPP. As a DSP, you may be able to support individuals to achieve goals to increase activity.

"The Dietary Guidelines" for Americans recommend that all adults be more active throughout the day and get at least 30 minutes of moderate physical activity on most days of the week, or preferably every day. Adults who are trying to maintain a healthy weight after weight loss are advised to get even more physical activity. The guidelines recommend that children get at least 60 minutes of physical activity daily and limit inactive forms of play such as watching television and computer games.

Following are potential benefits from regular exercise:

- Relieves tension and stress
- Provides enjoyment and fun
- Stimulates the mind
- Helps maintain stable weight
- Controls appetite
- Boosts self-image
- Improves muscle tone and strength
- Improves flexibility
- Lowers blood pressure
- Relieves insomnia
- Increases "good" cholesterol (HDL)
- Prevents diabetes
- Helps prevent constipation

Many physical fitness activities contribute to good health. But sometimes finding ways to make activity fun and fit into a daily routine can present the DSP with challenges. Here are a few suggestions to get started.

To increase daily activity throughout the day, encourage and assist individuals to:

- Change TV channels manually by getting up and down.
- Take the stairs and park further away from buildings.
- Do stretches while TV shows are on commercial breaks.
- Start walking short distances (five minutes) two or three times a day and increase this gradually.
- Swim or do water aerobics, which is great exercise that does not place stress on knees and other joints.

Join an organized exercise or sports program such as those provided by the YMCA, local parks department, or Special Olympics. This is a fun way to get exercise and meet new people. Be sure the program can meet the individual's needs.

Exercise at least three days a week. An instructor or physical therapist may be able to recommend areas of concentration such as strength training, cardiovascular exercise, or aerobic fitness.

Develop plans for activities that are not sedentary such as bike riding, dancing to music, an exercise video, or mild hiking on days when there is no formal exercise.

Remember: Consult with the individual's doctor before beginning any exercise program.

Movement and Exercise

- Review and discuss section.

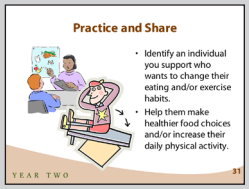
Summary

- Ask students to turn back to "What Do You Want to Know" activity at the beginning of the session. Give students 5 minutes to think about what they learned and answer the third question.
- Ask for volunteers to share their answers.
- Review summary of session.

Practice and Share

Show Slide #31: Practice and Share

- Read the directions and make sure students understand the assignment.



Movement and Exercise

Motivation will be a challenge if an individual has been sedentary. Find ways to keep fitness fun:

- Change routines often enough to avoid boredom.
- Take before and after pictures.
- Work together with a group of friends who can motivate each other.
- Develop motivators that add to the fitness program such as a trip to a park for a walk or go to the beach for a swim.

For individuals who use a wheelchair, encourage participation in activities that use their upper body strength as much as possible. Exercise such as weight lifting and swimming may be appropriate for those individuals.

Studies have shown that even mild exercise can improve fitness level. The gains from increased activity will result in a safer and healthier life.

SUMMARY

In summary, DSPs have a unique opportunity to contribute to individuals' health by promoting healthy eating and exercise habits.

PRACTICE AND SHARE

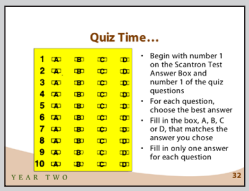
Identify an individual you support who is interested in changing their eating and/or exercise habits. Assist that individual in making healthier food choices and/or increasing daily activities (for example, walk to the store instead of drive). Be prepared to talk about what you did and how it worked at the beginning of the next session.

Trainer Guide: SESSION 5

Quiz: Nutrition and Exercise

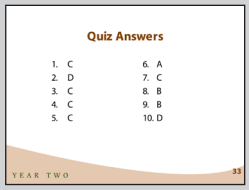
Show Slide #32: Quiz Time...

- Review the directions for filling out a ScanTron form.
- Give students 20 minutes to take the quiz.



Show Slide #33: Quiz Answers

- Discuss questions and answers as a class.
- Remind students to marl the correct answers so they can use the corrected quizzes as a study guide for the test after training.

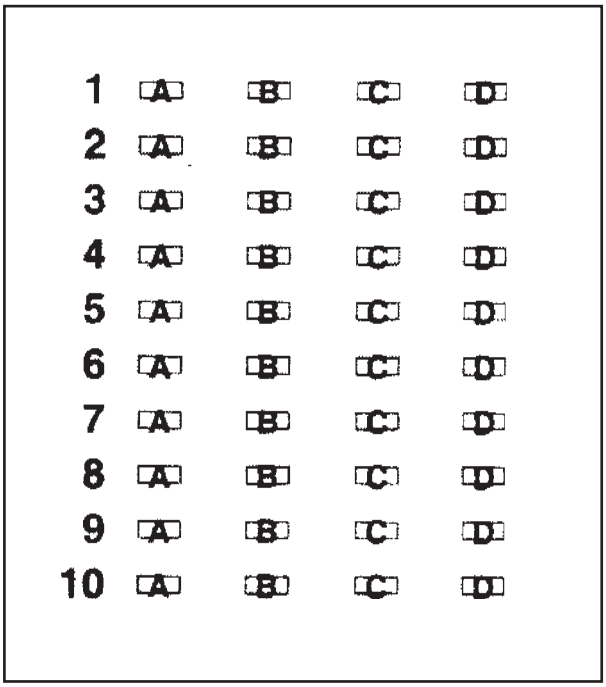


Answers

1. C
2. D
3. C
4. C
5. C
6. A
7. C
8. B
9. B
10. D

Session 5 Quiz

Nutrition and Exercise



1. **Which of these are necessary nutrients in food?**
   A) high fructose corn syrup.
   B) sweeteners and food coloring.
   C) proteins and minerals.
   D) preservatives.
2. **Which is one of the food groups on MyPyramid?**
   A) snacks.
   B) nuts.
   C) eggs.
   D) fruits.
3. **"Nutrition Facts" labels give information about**
   A) how to cook the product.
   B) what other foods you can serve with the product.
   C) the number of calories in a serving and the calories from fat.
   D) the price of the product.
4. **When an individual has a special diet prescribed by a doctor because of a health condition, they are following a**
   A) regular diet.
   B) modified diet.
   C) therapeutic diet.
   D) high calorie diet.

5. How can the DSP assist individuals with weight loss?

A) provide the individual with sweet snacks several times a day.

B) reward good behavior with food.

C) prepare low calorie snacks between meals.

D) encourage TV watching.

6. How can you save money while shopping for food?

A) look for sale items.

B) buy everything the individual wants.

C) buy smaller size items.

D) buy "convenience" foods.

7. When preparing and storing foods, the DSP should

A) use one wooden cutting board when preparing all foods.

B) defrost foods at room temperature.

C) separate raw meat, poultry, and seafood from other foods in the refrigerator.

D) over-cook meats, poultry, and casseroles to kill bacteria.

8. What happens when food is cross-contaminated?

A) harmful bacteria is killed by high heat.

B) harmful bacteria is spread from one food to another.

C) fat from meat is used to cook other foods.

D) the food lacks flavor

9. Food allergies are dangerous for some individuals because

A) allergic reactions are very rare.

B) allergic reactions can be life-threatening.

C) most individuals are sensitive to new foods.

D) individuals have too many allergies.

10. Individuals need to drink more than 8-12, 8-ounce glasses of water per day if they:

A. Experience heavy sweating/perspiration.

B. Live in a warm climate.

C. Use tranquilizers or anti-convulsants.

D. All of the above

Appendices

Appendix 5-A /Ways to Reduce Salt in the Diet

- Do not use salt or use less salt when preparing foods.
- Use spices and herbs to flavor food.
- Leave the salt shaker in the cupboard, not on the table.
- Go easy on condiments such as soy sauce, ketchup, mustard, pickles, and olives.
- Choose fresh, plain frozen, or canned vegetables without added salt.
- Choose fresh or frozen fish, poultry, and meat. Most often these are lower in salt than canned and processed forms.
- Read the Nutrition Facts label to compare the amount of sodium in processed foods. The amount in different types and brands varies widely.
- Look for labels that say "low sodium."

Appendix 5-B/Top 10 Tips for Developing a Healthy Menu at Your Home

1. Individuals living in the home where you work should be encouraged to participate, to the extent they can, in menu planning, meal planning, and preparation. Ask them "What do you love to eat?"
2. Plan a good balance of foods, based on the Food Pyramid (number of servings and number of serving sizes).
3. Include a wide variety of foods in the menu.
4. Include at least five servings of fruits and vegetables in a variety of colors including:

   Green
   broccoli, green beans, lettuce

   Red
   strawberries, tomatoes

   Orange
   carrots, cantaloupe

   Yellow
   summer squash

   Be sure to include dark greens and yellow vegetables at least two or three times a week. Use fresh products and wash the skin well.
5. Emphasize non-animal sources of protein such as beans and nuts or recommend lean meats, fish (excellent source of Omega-3 oils), and poultry-removing fat and skin whenever possible.
6. Cook foods in ways that maintain vitamins and minerals such as baking, steaming, or roasting.
7. Try to include some alternative condiments such as salsa and humus instead of butter, margarine, and sour cream.
8. Avoid highly salted foods and avoid putting extra salt on foods.
9. Use oils, fats, and sweets in small quantities. Use canola or olive oil.
10. Include non-fat, low-fat, or reduced-fat alternatives when using yogurt, milk, and cheese.

Appendix 5-C/Top 10 Safe Handling and Storage Tips

1. Be sure food and water are from safe sources.
2. Ask the store clerk to put frozen items together in a bag. This will help maintain temperature.
3. Take items directly home, unpack them, and put them away in the refrigerator, the freezer, or on shelves. Don't leave food items in the car. Some items such as milk, poultry, and meat can spoil quickly.
4. Always wash your hands before touching food and throughout the preparation process.
5. Refrigerators need to be at the correct temperature at or below 40°F, but above freezing. Keep the freezing compartment at 0°F.
6. Keep meat and poultry refrigerated or frozen. Thaw meat and poultry in the refrigerator.
7. Keep raw meat and poultry separate from other foods. Do not put cooked meat or poultry on surfaces that came in contact with raw meat or poultry. (Note: This is often a problem when barbecuing.)
8. Cook poultry and ground meat thoroughly and keep hot foods hot (above 140°F).
9. Wash working surfaces including cutting boards, utensils, and dishes in hot soapy water.
10. Avoid outdated and spoiled food! When in doubt, throw it out! Many food items, both at the store and in the refrigerator, have expiration dates. Such items should not be purchased beyond the expiration date, and should either be thrown away or checked carefully before use. Products vary greatly in how long they remain edible, even in the refrigerator; often it is only a day or two. Dating the emergency supply containers is very important. Canned goods remain wholesome much longer than fresh produce, dairy products, non-frozen meat and such; however, the "shelf life" of canned goods is not endless. Every six months or so, canned food should be used up or thrown out and replaced.

    Note: If individuals in the home have open access to food in the refrigerator, it is important to exercise enough supervision to ensure that no one eats food that has spoiled.

Appendix 5-D/Food Labels

Brand X Pure Premium OJ

32 FL OZ (1 QT) 946mL

Nutrition Facts	
Serving Size 8 fl oz (240 ml)	
Servings Per Container 4	
Amount Per Serving	
Calories 110 Calories from Fat 0	
	% Daily Value*
Total Fat 0g	0%
Sodium 0mg	0%
Potassium 450mg	13%
Total Carbohydrate 26 g	9%
Sugars 22g	
Protein 2g	
Vitamin C 60% • Calcium 2%	
Thiamin 10% • Niacin 4%	
Vitamin B6 6% • Folate 15%	
Not a significant source of saturated fat, cholesterol, dietary fiber, vitamin A and iron	
*Percent of Daily Values are based on a 2,000 calorie diet.	

Other container labeling:

Meets American Heart Association food criteria for saturated fat and cholesterol for healthy people over age 2.

Naturally **sodium** free.
No **water** or **preservatives** Added.

Keep Refrigerated

Best if used within 7 to 10 days after opening.

Pasteurized

Deli Macaroni Salad

Net Wt. 16 OZ. (1LB) 454g

Nutrition Facts	
Serv. Size 3/4 cup (145g)	
Servings: 3	
Amount Per Serving	
Calories 330 Fat Cal. 210	
Amount per Serving	% Daily Value*
Total Fat 23g	36%
Saturated Fat 3.5g	17%
Cholesterol 15mg	5%
Sodium 770mg	32%
Total Carb. 27 g	9%
Fiber 2g	7%
Sugars 22g	
Protein 5g	
Vitamin A 0% • Calcium 2%	
Thiamin 10% • Niacin 4% Vitamin C 0% • Iron 10%	
Not a significant source of saturated fat, cholesterol, dietary fiber, vitamin A and iron	
*Percent of Daily Values are based on a 2,000 calorie diet.	

INGREDIENTS: Cooked Enriched Macaroni (semolina, niacin, iron, thiamin mononitrate, riboflavin, folic acid), Mayonnaise (soybean or canola oil, egg yolks, water, vinegar, corn syrup, salt, spice, calcium disodium EDTA), Sweet Pickles (pickles, high fructose corn syrup, water, vinegar, salt, modified food starch, sodium benzoate, natural flavorings, calcium chloride), Corn Syrup, Celery, Water, Onions, Red Bell Peppers, Salt, Vinegar, Mustard (water, vinegar, mustard seed, salt, sugar, soybean oil, spices, tumeric, zanthan gum, annato, calcium disodium EDTA), Potassium Sorbate, to protect flavor, Sugar Zanthan Gum, Annato Coloring

Brand X Beef & Green Chili Burritos

10-4 OZ BURRITOS,
NETWT 40 OZ (2.5 LBS) 1,134g

Nutrition Facts			
Serving Size 1 Burrito (113g)			
Servings Per Container 10			
Amount Per Serving			
Calories 290 Calories from Fat 120			
			% Daily Value*
Total Fat 14g			21%
Saturated Fat 5g			24%
Cholesterol 15mg			5%
Sodium 270mg			10%
Total Carbohydrate 34 g			11%
Dietary Fiber 3g			13%
Sugars 1g			
Protein 8g			
Vitamin A 0% • Vitamin C 6%			
Calcium 2% • Iron 15%			
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs			
	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat. Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Calories per gram: Fat 9 • Carbohydrate 4 • Protein 4			

INGREDIENTS: Flour Tortilla (bleached wheat four enriched (niacin, reduced iron, thiamin mononitrate, riboflavin, folic acid), water, soybean oil . . . .